

Transitional Living and Independent Living Programs



Q1. Agency currently is a child placing agency and has a license for Therapeutic Foster Care. If we are applying for the full continuum (i.e.; Basic, Moderate, Mother's and Infants, Transitional and Independent Living, and Traditional Foster Care) do we have to submit application for licensure on each of these individual programs?

R1. If a provider is providing full continuum services and are going to use congregate settings, the provider must have a Child Placing Agency license and a Residential License. Licenses can be for several levels or care.

Q2. Will a transcript of the Pre-Proposal Conference be available? If so, how will that be obtained after the conference, and how will the cost be determined?

R2. Yes. Information of how to obtain a copy will be announcement at a later date.

Q3. Page 3 (same page number for all RFPs), Section 4.2.5 – Technical Proposal and 4.2.5 - Attachments

In the table of contents for all above listed proposals – Section 4 – PROPOSAL FORMAT AND INSTRUCTIONS – Section 4.2.5 is listed as TECHNICAL PROPOSAL – then further down on the section listed as ATTACHMENTS, the section number is again 4.2.5. Is this correct? We will have duplicate tabs for this section 4.2.5 and for the subsections 4.2.5.1. – 4.2.5.4

R3. This is not correct, you should not have duplicated tabs. ATTACHMENTS should read Section 4.2.5.5; Legal Status should read 4.2.5.5.1 and so on to Immigration Status Form section 4.2.5.5.5.

Q4. Page 15, Section 3.2 (G) Can TLP children live in a building that is physically separated from the building where staff are stationed if the building is close in proximity (about 20 yards away) and awake staff are available 24 hours a day?

R4. Transitional living placements may be offered through a variety of residential on- campus living arrangements where youth have the opportunity to practice independent living skills with decreasing degrees of care and supervision.

Apartment living may also be considered when the apartments are grouped together in what is known as a “pod,” and only individuals participating in the program are allowed to live within the pod. A pod must be in a specific location with a supervisor living in one of the on-site units in the pod, twenty- four (24) hours a day, seven days a week (i.e., 24/7). Individuals functioning as a pod supervisor may serve on a rotating basis.

Q5. Page 15, Section 3.2 (M) Does the vendor provide the calling card? Is there a set requirement for the amount of long distance time they are provided?

R5. If the child is located outside the calling area of his home, the ISP team shall decide how contact will be made and the means of payment.

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- Q6.** Page 15, Section 3.3 (B) The number of hours of basic living skills is inconsistent with the frequency of contact outlined in section P.
- R6.** **Basic Living Skills may decrease over time in these types of placements, based upon the child's readiness to move to independence. In TLP programs where the child is located on campus, it will be easier to provider daily basic living skills. When the child/youth is in a ILP placement, the 1 hour daily may not be applicable. More than one hour per day may be provided, as long as the weekly amount does not exceed 7 hours.**
- Q7.** Page 15, Section 3.2 (Lb) "Youth may share housing..." if the youth has a child, does the child need a separate bedroom? Does the child count as a separate slot?
- R7.** **The infant or child may room with the teen parent residing in the TLP program, but the infant or young child needs his or her own bed. The teen parent and child shall not share a bedroom with another TLP resident. The infant or young child does not count as a slot for ILP.**
- Q8.** Page 17, Section 3.4 If ILP residents earn an income, are they Medicaid eligible? How will medical costs be covered?
- R8.** **As in all cases, DHR is ultimately responsible for the needed services for children in its custody.**
- Q9.** Section 1.a.(1) on Page 5 of the Transitional and Independent Living Program and Placement Requirements appears to be in error regarding the Qualifications for the Program Coordinator. It states the Program Coordinator shall be the Executive Director of a residential or child placing agency. Please clarify.
- R9.** **The Executive Director may serve as the Program Coordinator does not**
The Executive Director may serve as the Program Coordinator. If the Executive Director appoints an employee to serve as the Program Coordinator, then the appointed employee shall meet the minimum qualifications, as prescribed, for the "Executive" in the applicable Minimum Standards.
Program Coordinator
Program staff must be employees of the DHR licensed child-placing agency or residential child care facility that is providing the transitional and/or independent living program and must meet the following qualifications and responsibilities. Written job descriptions shall be developed for all staff and maintained on site at the child-placing agency or residential child care facility.
Qualifications
(1) Shall be the Executive Director of a child-placing agency or a residential child care facility or shall meet the minimum qualifications, as prescribed, for the "Executive" in the applicable Minimum Standards; and
(2) Shall receive an additional sixteen (16) hours training in "Emotional and Physical Development of Teens," "Development of

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Youth's Strengths and Assets," and "Positive Youth Development" in addition to the training listed in the applicable *Minimum Standards*.

Q10. Page 15, Section 3.2 C Please explain diagnosis range of 290. The third sentence of that same section has a typo and is incomplete. Please clarify.

R10. See Amendment (2) of this RFP. The Amendment is posted on the Department's website.

Q11. How does the total number of slots listed in each RFP compare to the number of slots awarded on previous RFPs?

R11. That question is not relevant to this RFP

Q12. How many slots will be awarded for each service in each region?

R12. That number has not been decided but will be based on current regional utilization

Q13. Instructions are listed for each form on the DHR web site Transitional and Independent Living Program and Placement Requirements Forms Page. Are the instructions for Independent Living Intake and Orientation Checklist correct? It appears to be the same instructions given for Foster Family Home Approval to Provide a Transitional or Independent Living Placement 2141

R13. Yes

Q14. Section 1.0, p. 7 PROJECT OVERVIEW

a) Are TLP/ILP services to be provided only by RTC and Foster Care providers?

b) Is it possible to provide these services in the community setting, in cooperation with the RTC and Foster Care providers, with evidence of doing so successfully in other locations and with staff whose qualifications are similar to those used in continuum contracts?

c) Is it possible for a vendor to propose a portion of the total 160 slots in a portion of the State?

R14. a) TLP/ILP can be provided by Residential and Child Placing Agency providers only

b) ILP services can be provided in a community or scatter site setting but must be supervised by a licensed residential or CPA agency.

c) Yes

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Q15. Section 3.2, p.15 (B), (C) PROGRAM REQUIREMENTS - The RFP labels “Specific Admission Criteria” as a program requirement. Does DHR identify the specific admission criteria for which the provider is to adhere or does the vendor create these criteria?

R15. The criteria is listed in the description of the child served.

Q16. Section 3.2, p.16 (H), (L), (P) PROGRAM REQUIREMENTS

- a) The RFP states that the vendor must ensure that staff receive the additional training detailed in Minimum Standards for Residential Child Care Facilities. Is this a requirement for agencies providing TLP/ILP services in a community setting?
- b) The Transitional and Independent Living Programs and Placement Requirements state that case managers must be licensed in social work. Is it possible to use staff who meet the minimum requirements to provide home-based counseling in Alabama?
- c) Are youth required to have their own bedroom in the ILP program if they are living with family and/or friends?
- d) Is “supervision” synonymous with face-to-face contact?

R16. a) The training provided must fit that of the outlined in the residential or child placing agency standards.

b) No

c) Living with family or friends is not considered an ILP placement for the purpose of this RFP.

d) Not necessarily. Face-to-face is one way to supervise. There may be others.

Q17. Section 3.3, p.17 (B), (H) CORE PROGRAM REQUIREMENTS

- a) The RFP states that the vendor is to provide basic living skills training a minimum of 1 hour daily. This is contradictory to the supervisory schedule identified on the previous page which specifies daily supervision during the 1st week, twice a week supervision the 2nd through 4th weeks, and once a week supervision in the 5th through 8th weeks. Please clarify.
- b) The RFP states that it is necessary to have, at a minimum, quarterly contact with the therapist of the child or family. This assumes an outside therapist will be involved. Is it possible for the child’s TLP/ILP case manager to be the therapist for the child and/or family?

R17. a) See question 6

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- b) This applies only if the child is in therapy and it is outside the agency where the child is placed.**